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ABSTRACT The primary objective of the conference was to initiate improvements in the qualifications and supply of educational personnel working with Mexican American students by suggesting recommended changes in present teacher training programs. Approximately 100 participants from colleges and universities, regional educational laboratories, public schools, state departments of education, and communities within the Colorado, New Mexico, and West Texas geographic area attended the conference. Included in the conference proceedings report are: (1) a statement of the conference goals; (2) an excerpt from the keynote address; (3) abstracts of 7 papers commissioned for the conference; (4) a suggested teacher training model; (5) a section containing participant recommendations; and (6) 3 conference summary statements. (EV)

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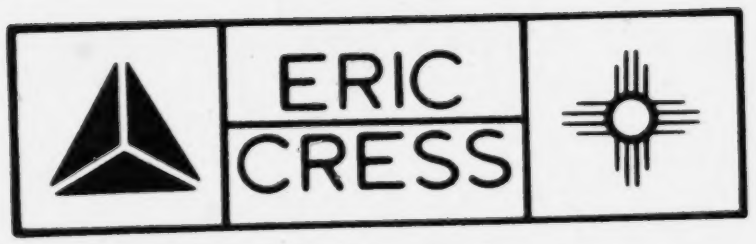
NEW MEXICO STATE UNIVERSITY

PROCEEDINGS OF THE REGIONAL CONFERENCE ON TEACHER EDUCATION FOR MEXICAN AMERICANS

edited by

ED VAN METER AND ALMA BARBA

February 13, 14, 15, 1969
New Mexico State University



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REGIONAL CONFERENCE ON TEACHER EDUCATION FOR MEXICAN-AMERICANS

CONFERENCE PROCEEDINGS

edited by

ED VAN METER and ALMA BARBA

EDUCATIONAL RESOURCES INFORMATION CENTER

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University
Las Cruces, New Mexico 88001

March 1969

This report was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

PREFACE

Sponsored by the U. S. Office of Education, in association with the ERIC Clearinghouse on Rural Education and Small Schools, a Regional Conferenence on Teacher Education For Mexican-Americans was held on the campus of New Mexico State University in Las Cruces, New Mexico, February 13, 14, 15, 1969. This was the first of three such conferences scheduled to take place in 1969; similar conferences will be held later this year in San Antonio, Texas, and Los Angeles, California. The primary objective of each of the conferences is to initiate improvements in the qualifications and supply of educational personnel working with Mexican-American students, by suggesting recommended changes in present teacher training programs.

Approximately one hundred participants from colleges and universities, regional educational laboratories, public schools, State Departments of Education, and communities within the Colorado, New Mexico and West Texas geographic area attended this conference. Participants from South-Central Texas and Southern California will attend the next two conferences.

It is impossible to acknowledge each individual who contributed to making this conference possible. Special credit is due, however, to Dr. Everett D. Edington, Director of ERIC:CRESS, for his special efforts throughout the planning phase of the conference, and his assistance on all aspects of coordination of the conference. Special credit is also due Dr. Darrell S. Willey, Conference Chairman, for his assistance in all phases of the conference. Sincere appreciation is extended to Mr. Henry W. Pascual, Director of Bilingual Education for the New Mexico State Department of Education, who served as conference moderator. A large part of whatever success can be attributed to the conference is a result of Mr. Pascual's assistance and interest in a topic to which he is especially committed. Credit should also be extended to Senator Joseph Montoya and Representatives Ed Foreman and Manual Lujan, Jr., for their interest and assistance in making this conference possible. A special word of thanks should be given to Mrs. Noelyne Whited, conference secretary, for her unending patience and her ability to anticipate and correct problems before they developed. Acknowledgement should also be made of the cooperation received from the U. S. Office of Education, and especially the assistance provided by Mr. Armando Rodriquez, Chief of the Mexican-American Affairs Unit, and members of his staff.

Finally, credit is due each person who attended and participated in the conference. It is hoped such an effort by all persons involved will assist in what is our ultimate goal, providing a better educational opportunity for Mexican-American students in the Southwest and throughout the country.

ED VAN METER

ALMA BARBA

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INTRODUCTION

Ed Van Meter
Conference Coordinator

The most important task charged to this conference was initiating the development of a model for the preparation and re-training of teachers to work with Mexican-American students. Such a beginning, we believe, was accomplished. The information and recommendations presented in this report do provide the nucleus for the development of such a model.

A few words of caution should be extended, however, to readers of this report. First, it should be remembered that this was but the first of three conferences designed to articulate needed changes in teacher preparation programs. In effect, this report reflects only one-third of the information and recommendations which will be presented during the three related conferences. Second, the participants to this conference represented, to a large extent, persons in positions of responsibility in colleges, universities and public schools in New Mexico, Colorado and West Texas. In a word, the recommendations made during this conference suggest, again to a large extent, changes which educators believe are necessary. An effort was made, however, to have some members of the Mexican-American community present to discuss the conference topics with the educators, and this did prove beneficial. Hopefully, in the next two conferences, it will be possible to establish a desired priority of change as articulated primarily by Mexican-Americans. Third, it should be remembered that, although it is important for Mexican-Americans to develop their own priority of needed changes, it is erroneous to conceptualize a single Mexican-American community which can speak with one voice. Recommendations for change, even if developed exclusively by Mexican-Americans, would not reflect what all Mexican-Americans want, or believe. Fourth, it should be recognized that implementation is a continuous process and it, therefore, may be some time before the recommendations made during this conference are met.

In the final analysis, the implementation of recommended changes is a task requiring individual effort by educators, within the context of their own particular working situation. Changes can most effectively be made by individuals with a knowledge of what is realistically possible within a given educational environment.

Some mention should perhaps also be made of the manner of presentation of the recommendations developed during this conference. Our initial intention was to present the recommendations in a format that would allow the original wording of the recommendation to be retained. This, however, proved impractical. Not only did the number of recommendations prohibit the inclusion of each recommendation in this report, but the repetitive nature of many of the recommendations was a prohibitive factor. The alternative decided upon was to provide a synopsis of each general categorical area in which recommendations were made. We did, however, attempt to present the information in a manner reflecting the original recommendations as accurately as possible.

OPENING REMARKS

by the

CONFERENCE MODERATOR

Henry W. Pascual, Director, Bilingual Education
New Mexico Department of Education

A cursory examination of any material dealing with psychology will reveal that learning is an organized process. The interpretation of the environment, indeed, of total reality involves many relationships. Concepts and meanings are obtained through a complicated process; a process in which all new material relates to previous experience and to acquired patterns of thinking. The child has an organizational system which helps him deal with his environment. We can only conjecture about the shock that the Mexican-American or Spanish-American child receives when his familiar world disappears the day he enters the classroom.

There are three basic areas which educators must understand and be concerned about when dealing with children from linguistic and ethnic minorities - the self-image, cultural identity, and educational retardation.

1. The self-image and bilingual children: The study of child growth and development reveals that children are extremely egocentric. Children interpret the world of reality, assign meanings, and develop a concept of the self in terms of their immediate environment. The most important factor in the egocentric behavior of the child is the home environment. Self identification is the most basic need of children, therefore, from the time a child is born, he is constantly seeking those factors in the immediate environment that reinforce his desire for "being." The most important factors in this search are basically the cultural manifestations of the home. Some of these are:

a. The language which allows the child to communicate and to interpret reality.

b. Existence habits of the family such as types of food, eating patterns, availability of comforts, and the like.

c. Involvement of the child with the family in leisure activities.

d. Observation by the child of more of the culture such as religion, marriages, celebrations, family rituals.

By the time the child reaches the school, he has developed a concept of the self. He knows his name, his language, and his world. In addition, he has learned to interpret his immediate environment through the home language and the patterns of life observed at home. For the Spanish and Indian child, the shift from home to school can be a traumatic experience. The first day of school he may encounter:

a. An alien environment where his home language is not heard or perhaps not even allowed.

b. Adults whose behavior patterns are markedly different from the home.

c. Expectancy of him to interpret reality through a language he may not have mastered fully.

d. Conflicting cultural patterns and modes of behavior.

If the teacher is unable to speak his language, the child's name is mispronounced; altered sometimes beyond recognition. In one day, the Spanish-speaking child can lose his identity and his concept of the self. If the situation persists, the culturally and linguistically different child becomes so preoccupied with the self concept that learning is practically impossible. The result is that the self-image deteriorates to the point that the child may search for a new identity. The esult is a child in conflict.

By establishing bilingual programs for these children, the school can prevent the deterioration of the self-image. By accepting the home language and culture in the school environment, educators will be confirming the concept of the self for these children. Thus, the self-image continues to develop and the child makes a smooth transition from home to school.

2. Cultural identify is extremely important for all groups. It should not be confused with nationality. The latter refers to political allegiance. To be an American conveys pride in a democratic way of life; in the greatness of a free society. To be Spanish, Irish, or Polish means identifying with an ancestry marked by specific cultural patterns cherished by a group of people. Indeed, part of the greatness of America is derived from the diversity of cultural groups. In New Mexico, the Spanish and Mexican cultures have survived and maintained their strength.

The most important expression of culture is language. The fact that the Spanish language continues to be used in this state indicates the strength of the cultural minorities that have existed in New Mexico for hundreds of years.

Bicultural programs in our schools would help children identify the strengths of their heritage and thus provide them with a better understanding of the contributions made to America by their ancestors.

3. Preventing educational retardation: From the first day of school, the child begins the process of institutionalized education. This process involves the acquisition of specific skills in reading, writing, number skills, social behavior, and many other concepts. Language is the vehicle through which this process takes place. If the child lacks language fluency, he cannot acquire the skills or the many concepts needed for satisfactory progress in school. When this happens, the result is educational retardation. The child is too preoccupied trying to master the vehicle of expression, language. The content - the stuff of which education is made has no meaning for the child until he has mastered the tool - language. With bilingual programs the child can function in the school. He can continue to grow conceptually because the tool for acquiring the skills is a language he understands. This will prevent educational retardation. In the meantime, he will also be perfecting and increasing his facility with the English language

if a sound program of second language learning is established for him. The study of English as a second language will provide him with an opportunity to acquire and develop language skills which he then can use in the content of the curriculum. Bilingual programs will also recognize that the English language is the main vehicle for success in school and in society. A scientific approach to the teaching of English - and an intelligent approach which accepts the home language for conceptual development - will assure success for our bilingual children.

It is hoped that this conference will make significant recommendations for the proper training of teachers of Spanish-speaking children. It is also hoped that these recommendations will be heeded by those who are responsible for preparing these teachers.

The Department of Education extends a warm welcome to you. We wish to express our concern for the education of bilingual children. It is important for all of us to realize, however, that stating the problem is not enough. We must also provide action programs that will reach every bilingual child.

CONFERENCE GOALS

Yolanda Leo
Program Specialist
Mexican American Affairs Unit
U. S. Office of Education

Before I say anything about what the Mexican American Affairs Unit hopes will be the outcome of this conference, I want to pay most sincere respects to two men who have created, coddled and brought to fruition this conference. I often wonder why so many educators have gray or white hair. Now I know. It is sweating out the secure evidence that the Federal Government will follow its words with deeds -- like some letter of credit or check. Dr. Willey and Dr. Edington, on behalf of Senor Rodriguez and our unit, I salute you for surviving these past six months and making this day a reality.

Senor Rodriguez at this moment is in Atlanta extending to the Southern Conference of Language Teachers his ideas on how this particular group of professionals in education can play a vital role in the new directions for education of the bilingual, bicultural child. He told me not to bring to you his regrets, but to bring to you his hopes. This I shall endeavor to do.

I hope all of you have had an opportunity to read the report of the National Advisory Committee on Mexican American Education. Secretary Finch has referred to it as a blueprint for action for the Federal Government. I hope it shall also become a blueprint for action for state and local education agencies. If you haven't received a copy, I understand they are available at this conference.

In October, 1966, the Mexican American Affairs Unit undertook an extensive survey of the educational needs of the Mexican American. Maybe some of you had an opportunity at that time to talk to members of the unit as they toured the southwest. Four imperative priorities appeared constantly during that trip. The need of early childhood education, the need for teacher preparation, the need for bilingual education, and the need for adult and vocational education. These are stressed in the Advisory Committee's Report. We are here today to focus on one -- teacher preparation.

I am delighted to see that one of the conference objectives is the development of some guidelines on what constitutes an effective program of teacher preparation for working with Mexican American youngsters. One of our goals this year is to develop such guidelines for EPDA, Bureau of Research, Bureau of Higher Education, and for the discretionary programs in the Bureau of Elementary and Secondary Education. You people today will join those in the other two conferences in establishing those guidelines. They will give you firm direction on proposal development and the Office of Education a stronger role in supporting programs that will give maximum return on the investment. An investment in the human destiny of so many people long denied their equal educational opportunities.

The other goal I see as most important to all of us is a frank look at the role of the teacher in the cultural alienation of the youngster. A cultural alienation that erodes the very soul of La Raza. I hope that one message rings loud and clear in this conference -- a message that says the Mexican American repudiates the concept of rehabilitation to become a full partner in the American Dream. The rehabilitation, if such is needed -- and there seems to be evidence that such a need does exist -- belongs to the schools and to those who come to teach. And are so poorly prepared. I urge that this area be thoroughly explored during the next three days.

This conference has one giant responsibility, as I see it, that is to publicly acknowledge that immediate and dynamic new directions must be taken in the preparation and re-training of teachers. And that such a goal is the collective responsibility of all of us. I charge you not to fail. Gracias.

* * *

In a word, the picture presented was the following (although based on the 1960 census):

Drop-outs:	Total for Texas	42.4%
	Anglos	33.1
	Negroes	60.1
	Mexican American	78.9

* * *

The past school year saw a phenomenon of confrontation between the school and the Mexican American community in a large number of cities and towns throughout the country. This affected the Mid-west in Chicago, Kansas City, and the Southwest in Los Angeles, El Paso, Denver, Sierra Blanca, San Antonio, and Elsa Edcouch. The primary target is clear in all cases, the quest for ....."quality education....."

* * *

What were the students saying:

Los Angeles:

1. Text books and curriculum revised to show Mexican contributions to society, to show the injustices they have suffered and to concentrate on Mexican folklore.

2. Compulsory bilingual and bicultural education in all East Los Angeles schools, with teachers and administrators to receive training in speaking Spanish and in Mexican cultural heritage.

3. Counselor-student ratios reduced and counselors must speak Spanish and have a knowledge of Mexican cultural heritage.

4. Students must not be grouped into slow, average and fast classes based on the poor tests currently in use which often mistake language problems for lack of intelligence.

5. Community parents be engaged as teacher's aides.

6. The industrial arts program must be revitalized to provide training for entry into industry; modern equipment and techniques must be provided.

* * *

The list of grievances and subsequent demands, wherever they took place, were very similar. The only difference was the degree of demand, the locale, and the order in which they were listed.

SELECTED EXCERPTS FROM THE CONFERENCE KEYNOTE ADDRESS

"THE SIESTA IS OVER"

by

Father Henry J. Casso, Vicar of Urban Affairs
San Antonio, Texas

* * *

As keynote speaker, I feel that the biggest contribution I can make to you, the participants of this conference, is to present the historical happenings which form the background for the importance of this conference.

* * *

In October of 1966, the National Education Association held a conference in Tucson, Arizona, from which came a written report, "The Invisible Minority."

* * *

The NEA conference and the Tucson Report challenged each of the participants to return to their communities and states and sponsor conferences to consider the problems identified. With this kind of impetus, a number of us began planning for what is known today as the Texas Conference for Educational Opportunities for Mexican Americans. This was held in San Antonio, Texas, during April 13-15, 1967.

* * *

It was the following month that Senator Ralph Yarborough (of Texas), getting his cue from the Tucson conference, began the Hearings on Bill S428, the first effort on the national level for legislation for Bilingual Education.

* * *

On April 25-26, the First National Conference on Educational Opportunities for Mexican Americans was held in Austin, Texas.

* * *

It was soon after this conference that the Puerto Ricans in New York, representing over two million people, held their First Educational Conference for the Puerto Rican. Some of the Mexican American leadership was invited to this conference, and it was interesting to hear how similar their problems were to curs.

* * *

On December 9-14 of this past year, the U. S. Commission on Civil Rights held its first major Hearings on the Mexican American.

* * *

The goal is quality education.....I tell you this day, that it is going to be gained, the only question remains, when, and at what price.

* * *

The Chief of the Mexican American Affairs Unit of the U. S. Office of Education reported a survey of the five southwestern states. During the survey, Armando held some 101 meetings involving 1765 people in 17 locations. Principal participants were State Department Officials, Personnel from Teacher Training Institutions, School Board Associations, Regional OE Offices, Regional Labs, Public School Personnel, Professional Associations, and various Citizen Groups. Let me tell you some of the astonishing findings from that survey:

> "As a result of observations made and expressions recorded during the survey, the following conclusions may be drawn":
>
> 1. It is evident that there is a serious shortage of educational programs directed toward the needs of Mexican Americans in the five states surveyed.
>
> 2. There is a serious problem related to the transmission of information concerning the programs which do exist and are effective in their locations.
>
> 3. School districts show lack of imagination in devising or adopting new innovative programs to meet the needs of the Mexican Americans.
>
> 4. Through the survey, in every community, there was evidenced a great interest and desire to do something about the problems which exist and few persons seemed to know quite what to do.
>
> 5. It is evident that very few Anglo educators are prepared to handle the educational problems of Mexican Americans.
>
> 6. There is great desire for information on promising educational programs for Mexican Americans. Communication and dissimination seem virtually non-existent.
>
> 7. There is question on the part of the Mexican American community as to whether the Office of Education is seriously concerned with doing any thing to bring about improvement of the problems in education.
>
> 8. Lack of coordination among agencies (federal-state-local) dealing with the needs of Mexican Americans is a critical problem.
>
> 9. In the area of pricrities, a simple tabulation of expressions from all states ranks the first four concerns:

a. Attention to the pre-school child.

b. Attention to the teacher and administrator; attitudes, training, in-service education, institutes, recruitment, materials, tests, and the use of teacher aids for individual attention.

c. Bilingual, bicultural educational programs.

d. Vocational training, vocational and educational counseling, and placement assistance for both adults and adolescents.

* * *

The final work which I call to your attention is one that will be distributed here at the conference. It is the REPORT BY THE NATIONAL ADVISORY COMMITTEE ON MEXICAN AMERICAN EDUCATION - 1968. I have the privilege of serving on the committee. And I concur whole-heartedly with the six critical issues, the four imperatives for educational success of the Mexican American, and the specific action on several fronts. What is not spelled out however, and I want to do so here, is the need for drastic attitudinal change that must take place with those who formulate and implement any program, since the success of any effort, regardless of the amount of money and ideas at hand, will immediately and directly depend on their attitude. The other effort, as told to us so frequently,.....is the need for the revamping of history, to show the Mexican American his rightful place in the development of this country.

* * *

I have presented you a mosaic of expressions from your own NEA, National and State Conferences, witnesses from around the country in preparation for the successful bilingual bill, witnesses for the Commission on Civil Rights, expressions from angry youth from around the Southwest. May I now present you the torch and the challenge. The Siesta is over, it is time to build.

* * *

Know that many children, many communities, will be awaiting what you have to say and, subsequently, do. You and I cannot afford to let this be just another conference. May your efforts cause a new resurrection from Las Cruces, of Nuevo Mexico. Congratulations for coming, now lets get down to the task ahead of us and May God Bless each of us.

ABSTRACTS OF CONFERENCE PAPERS

Seven papers were commissioned and prepared in conjunction with this conference. With the exception of the paper prepared by Dr. Thomas P. Carter, the major portion of which is included in this report, only a brief abstract of each paper is presented below. There are two reasons for this departure from the usual procedure of including within the final report large excerpts from papers commissioned for a conference. First, the major emphasis of this conference was not the papers but the recommendations developed by the conference participants. The papers, for the purpose of the conference, were primarily intended to serve as a catalyst for discussion. Second, complete copies of each paper are available, as indicated below.

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

ANNOUNCES

THE AVAILABILITY OF PAPERS PREPARED FOR

A REGIONAL CONFERENCE

ON TEACHER EDUCATION FOR

MEXICAN-AMERICANS

---

(1) Carter, Thomas P. PREPARING TEACHERS FOR MEXICAN AMERICAN CHILDREN

ABSTRACT

The school is presently the primary social institution directed by the community to assume a major role in taking steps to improve the Mexican American's status. The school has three possible avenues for action in correcting low school and societal achievement: (1) change the child, (2) change the school, or (3) change the social systems. Responsibility for such changes is passed on to the teachers. However, the teachers' failure to understand the interrelationships between culture, society, personality, and behavior often impedes this change. Thus, teacher improvement, in addition to other institutional changes, can contribute to raised Mexican American group status. Changes must occur in present teacher preparation programs, in teachers, and in schools. Cooperation between schools and teacher preparation institutions can produce changes which will ultimately trickle down to the real clients--children. (SW)

(2) Cordova, Ignacio R. THE RELATIONSHIP OF ACCULTURATION, ACHIEVEMENT, AND ALIENATION AMONG SPANISH AMERICAN SIXTH GRADE STUDENTS.

ABSTRACT

In an effort to discover relationships between acculturation, achievement, and teacher expectations as sources of alienation of Spanish American students, a sample

of 477 sixth grade students in sixteen schools in Northern New Mexico was studied. The teacher sample found that: (1) no significant relationship existed between composite achievement and alienation; (2) negatively correlated relationships existed between composite achievement, politics, education, and health; (3) a positive correlation appeared between teacher expectation and composite alienation; and (4) no significant relationship existed between teacher expectation and composite acculturation. It was concluded that alienation of the Spanish American student may be largely attributed to inflexible curricula and activities which fail to involve the Spanish American student cognitively as well as affectively. (DA)

(3) Kniefel, Tanya Suarez. PROGRAMS AVAILABLE FOR STRENGTHENING THE EDUCATION OF SPANISH-SPEAKING STUDENTS.

ABSTRACT

The purposes of the guide are: (1) to provide information concerning Federal funds available for training educational personnel to work in areas with high concentrations of bilingual students; and (2) to provide familiarization with programs available for bilingual students, as well as programs for research into their educational problems. Also included is a list of scholarships available for Spanish-speaking students. Relevant Federal legislation is listed, along with the purpose of each act, availability of funds, and eligibility. Guidelines for writing and evaluating proposals for Federal funds are included. A bibliography is given to provide information concerning Federal funding offered by the U. S. Office of Education, and the procedures for applying for these funds. (CM)

(4) Lynch, Patrick D. TRAINING MEXICAN AMERICAN SCHOOL PRINCIPALS: AN ANALYSIS OF A PROGRAM'S HITS AND MISSES.

ABSTRACT

A National Institute of Mental Health project was initiated in 1964 at the University of New Mexico to prepare educational administrators to become community change agents. The ten fellows appointed to the program received training in applications of the social sciences to administration, with concentration on concepts of community organization and structure, culture, social factors, change, power, and the nature and dynamics of organizations. Internships in communities and State agencies provided opportunities for the fellows to observe, and be a part of, the change process. Although a few of the ten fellows returned to public school positions following completion of their programs, by 1968 none of them were public school administrators. (BR)

(5) Ramirez, Manuel, III POTENTIAL CONTRIBUTIONS BY THE BEHAVIORAL SCIENCES TO EFFECTIVE PREPARATION PROGRAMS FOR TEACHERS OF MEXICAN-AMERICAN CHILDREN.

ABSTRACT

Summary information of several research projects is presented to show that underprivileged children are not prepared to cope with intellectual and social

demands of the school. Results of several value scales administered to both Mexican-American and Anglo junior high, senior high, and college students indicate that Mexican-American students agree with authoritarian ideology to a significantly higher degree than do Anglo students. This is attributed to rearing in a family atmosphere emphasizing father domination, strict child rearing practices, submission and obedience to the will of authority figures, strict separation of sex roles, and relationships based on dominance and submission. Evidence indicates that Mexican-Americans express attitudes toward education that are significantly more unfavorable than those of Anglos. Moreover, value orientations developed in the homes of Mexican-Americans are contradicted by the value system of the schools. The study concludes that Mexican-Americans' adjustment to school is being hindered by their avoidance reaction to school tasks and school personnel. Preparation programs designed to introduce teachers to practical uses of anthropological methods are seen as a beneficial factor toward increasing teacher sensitivity to Mexican-American problems. (DA)

(6) Rosen, Carl L., and Philip D. Ortego. PROBLEMS AND STRATEGIES IN TEACHING THE LANGUAGE ARTS TO SPANISH-SPEAKING MEXICAN AMERICAN CHILDREN.

ABSTRACT

Problems associated with teaching English language arts to Mexican American pupils are examined. Attention is given to curriculum considerations, methodologies, and innovations for effecting success in language arts development for these children. The four major strategies discussed include: (1) readying the child for the common curriculum, (2) second language learning, (3) reading instructional approaches, and (4) bilingual education. It is concluded that the solution appears to require: a commitment to the need for a newer way of thinking and working with these children and a feel for the problem; a changed approach to planning, decision-making, and teaching, resulting in a different teaching leadership style; and a broadening of the base of participation by opening society's institutions at all levels to all of its peoples. (SW)

(7) Saunders, Jack O. L. THE BLUEPRINT POTENTIALS OF THE COOPERATIVE TEACHER EDUCATION PREPARATION: UTILIZING THE TALENTED MEXICAN AMERICAN.

ABSTRACT

The Teacher Education Cooperative Program, begun in 1965-66 at New Mexico State University, provides capable students with invaluable experiences in the work and study phases, as well as an opportunity to finance their education. The work and study phases alternate, each approximately six months long. The curriculum for the study phase consists of the general education requirements of the University. The curricular experiences that accompany the work phase constitute two-thirds of the professional preparation of the cooperative students. A sizeable proportion of the students enrolled in the program are Mexican Americans who might not have been able to attend college without some financial assistance. They thus have the opportunity to contribute to bilingual cultural understandings of the Mexican American. Various career advantages are available to all the students in the program. (CM)

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TEACHER PREPARATION MODEL

Introduction.

In the introduction to this document it was suggested that a major task charged to this conference was the initiation of a model for the preparation and re-training of teachers to work with Mexican American students. Information gathered during this conference does provide some of the basic elements for such a model. It is important to remember, however, that this initial model will, of course, be modified as additional elements are defined in the future.

Some discussion of the limited scope of the information developed for this conference is necessary, however, before a model is presented. First, it might be important to distinguish between the preparation of new teachers and the re-training of teachers already employed. That is to say, techniques of instruction appropriate for a new teacher might be inappropriate for a teacher already in the field. This distinction has not been clarified at this conference. Second, one important topic mentioned during the conference, and worth special note here, is the necessity for educators not to sterotype the Mexican American student. Teachers trained to work with Mexican American students in Central Texas, for example, may require skills different than those possessed by teachers trained to work with Mexican American students in Southern Colorado. Third, the very regional nature of this conference suggests a need to differentiate between the legal considerations, within an educational context, which are involved in changing teacher preparation programs. Legal restrictions and responsibilities are important and must be considered in determining the applicability of implementing features suggested in the model presented below.

EXTRACT FROM

PREPARING TEACHERS FOR

MEXICAN AMERICAN CHILDREN

BY

THOMAS P. CARTER

Approaches to Solve the Problem.

The type of approach or orientation taken by schools is crucial in determining the kind of teachers required and the nature of programs to prepare them. Educators have three major alternative approaches theoretically open to accomplish the goal of a better-educated Mexican American. The three avenues for action correspond to an equal number of "causes" of low school and societal achievement. The first orientation perceives the Mexican American culture and the socialization it provides its children as being principally responsible. This is the very prevalent "cultural

deprivation" or "disadvantagement" position. The logical action by the school in this case would seem to be "change the child" - make him as much like average middle-class children as possible. A second position argues that conditions existing within the school itself produce the undereducated population. The remedy becomes "change the institution." Finally, there are those that see the nature of the rather distinctive Southwestern social systems as being responsible, the contention being that the agricultural economy and caste-like communities provide only limited opportunity for the minority. If this is the case, the school conceivably could encourage changes in the community. This threefold division of "causes" of Mexican American low achievement in school and society is oversimplified, as are the three "solutions." In actuality we are not dealing with distinct causes nor cures. Suffice it to say, for the purpose of this paper, that causal relationships exist among: (1) diverse Mexican American subcultures and sub-societies; (2) school systems and the social climates they foster; and (3) community socioeconomic systems. All are interrelated and mutually supportive. The qualities and capabilities required of teachers for minority children are dependent on which orientation is taken by the public schools. It may well require one kind of teacher to "change the child," another to "change the institution," and still another to lead in changing the local society.

To those schoolmen who subscribe to the interpretation that the Mexican American home provides little of the experience deemed essential for school success, the solution appears clear. The "culturally deficient" Mexican American child must be artifically provided with those experiences that the middle class enjoys naturally. This is the very common, almost omnipresent, approach of compensatory education. These programs imply as objectives the reorientation and remodeling of the culturally different child in order to adjust him to the regular school--into standard school programs and curriculums. Indeed, the measure of success of these efforts is the degree the "disadvantaged" become like the middle class. These objectives are to be accomplished by exposing the children to middle-class experiences and by providing remedial services when they fail to live up to the school (middle-class) norms. If this is possible the Mexican American can be expected to be as successful (or unsuccessful) in school as are present majority group children. Such programs entail few major institutional changes and only slight modifications in the quality or quantity of teachers. There is no clear evidence that the school can remake the ethnically distinct child into a facsimile of the "standard American child." Nor is there objective data that clearly establish that any specific compensatory or remedial program reaches its long-term objectives of sustained higher academic achievement or higher rates of participation in secondary or higher levels of schooling. Perhaps only time is lacking, and future longitudinal studies will clearly demonstrate that ESL, Head Start, remedial reading, "cultural enrichment," or what have you, will produce the kind of Mexican American who will succeed in school and society.

The <u>training</u> of teachers for compensatory and remedial programs presents far fewer problems and necessitates much less curricular reorganization at the college level than would the <u>education</u> of individuals for other and more comprehensive approaches. Many of the skills necessary for a capable compensatory or remedial teacher are essentially technical. In-depth understanding of the total teacher-learner and school-community situation would be ideal; however, it is not absolutely essential for such tasks as being an acceptable remedial teacher, using a language lab, conducting a "culturally enriching" field trip, or using the most modern overhead projector.

While the distinction between training (how to do something--perform some skill) and the broader concept educating is terribly oversimplified, it is made here to stress a crucial consideration. The minimum preparation of teachers to mesh with the overwhelming majority of existing school programs entails little more than technique acquisition; colleges and universities could with relative ease provide this training. In spite of this, observations in the field support the notion that very few teachers of Mexican Americans in regular, compensatory, or remedial classes have acquired even minimal quantities of the essential skills. Either the colleges have not provided the training, the teachers have not attended the programs, or if they did, the teachers have not learned what was taught. Something is amiss.

The second orientation or approach implies that conditions within schools inhibit academic achievement and encourage early dropout by Mexican Americans. Steps to remedy this situation require teaching personnel possessing comprehensive understandings not required in schools operating under the simpler compensatory education approach. It is extremely difficult to find programs that involve a conscious desire to substantially modify the school. This "adjust the school to fit the culturally different population" position finds even fewer practitioners than adherents. Quite a few educators agree that standard middle-class schools have failed many Mexican Americans. Regardless, few are able to institute programs to substantially modify curriculums, teacher attitudes, school social climates, home-school relationships, or other crucial areas. Unfortunately, most present school practices and programs are approaching the stage of self-justification and self-perpetuation. Very few schools are flexible enough to realistically adjust to local situations. Only a very limited number have objectively investigated negative school social climates[1] sustained by such common conditions as cultural exclusion, fostering too rapid Americanization, rigid tracking, curricular rigidity, rote teaching, overly rigid behavioral standards, ethnic cleavage, de facto segregation, and biased and pessimistic staffs. The limited number of educators who recognize the causative relationship between such conditions, low achievement, and early mental and physical dropout is hard pressed to substantially improve the situation. It is far simpler and much less threatening to concentrate school efforts on "phasing in" the "out of phase" Mexican Americans than it is to seriously study and change institutional factors.

However, if a school system takes this more radical avenue, it requires teachers educated to a rather sophisticated level. These teachers must be able to comprehend and grapple with the often intangible, but multitudinous, aspects of their own and others' society, culture, language, learning styles, personality, and behavior. Additionally, such teachers must understand the role and function of the school as a social institution, especially as it relates to ethnic minorities. The problems created by cross-cultural schooling and possible remedies must be understood. In the course of the last five years, I have conducted hundreds of interviews with teachers of Mexican Americans and observed countless classrooms. Very few teachers with the comprehensive insights necessary to cope with culturally diverse students were encountered. Most manifested extremely shallow and biased appraisals of the situation--few recognized the importance of institutional factors. Of the exceptions, the majority were impotent, powerless to change institutional practices and conditions.

The education of teachers as described in the previous paragraph is a big order. Their preparation would demand substantial modifications in institutions of higher

learning, a task perhaps even more difficult than that of changing lower level schools. Regardless, if educational leadership is essentially satisfied with present school conditions, practices, and curriculums, as well as the compensatory education orientation, there is little need to educate such individuals. They would have few places to to--few school districts would employ such teachers. The teacher who is prepared to contribute to institutional self-analysis and change, if hired by districts with little desire to do either, would probably be seen as a troublemaker and a disruptive influence. He would not last long.

A third possible avenue to improve Mexican American school and societal achievement is that of using the school as an agent of directed or non-directed social change. Here the school would attempt by numerous means to change cond tions in society. The present socioeconomic systems in much of the Southwest provide only limited numbers of social slots and roles for their subordinate Mexican American populations. The very common caste-like social structures inhibit upward mobility and the high aspirations of most minority members. School and community leaders profess that job, residential, social, and political discrimination do not exist and that the ideals of America are practiced locally. Regardless, Mexican Americans learn early that the inverse is often the case. With this recognition, many correctly perceive that "Mexicans" have little chance in local society and that school perseverance and high school graduation do not guarantee them the higher social and economic status they desire. Local school boards and educators might lead the way to change these community conditions and belief patterns; however, it is very doubtful that they will, as educational leaders are too intermeshed with conservative community power elements. Further, it is doubtful that the school could accomplish much by acting independently of other institutions or counter to the mores of local society. If the teacher prepared to contribute to institutional change would find few schools desirous of his services, what of the teacher who actively attempts to change society? Very few districts would knowlingly employ teachers who actively campaign for or promote the elimination of job discrimination, <u>de facto</u> school or residential segregation, or "five o'clock social segregation."

<u>Needed: A New Breed of Teachers</u>.

Without a clear understanding of the interrelated causes and the possible solutions of Mexican American low achievement and attainment by both educators in the field and in the college, there is little hope of establishing realistic programs to prepare teachers. Both understanding of the problem by the two groups and cooperation between them are essential. Heedless of these two necessities, teacher preparation institutions blithely continue to certify teachers who will have lifelong contact with the minority, but do little or nothing to specially prepare them. I know of few special courses, sequences, or tracks intended to provide future elementary or secondary teachers with either essential skills or understandings. While there are specific courses in some colleges that concern the disadvantaged, the poor, and the urban school crisis, few are required in the regular credential sequence--very few specifically treat of the Mexican American. Little is done by the institutions legally charged with the pre-service preparation of teachers; nevertheless, many of these same institutions sponsor in-service programs. Most are in the form of federally assisted summer institutes. Programs on the teaching of Mexican Americans are among these. The majority stress specialized, almost technical, aspects

of teaching the minority. Understandably, the bulk are based on the compensatory approach so prevalent in public schools.

Teacher preparation institutions have done, and continue to do, little to aid their students in coping with the problems associated with cross cultural schooling and the teaching of the ethnically different Mexican American. Public schools are attempting much more. Colleges and universities are not only failing to lead the way toward improved school opportunity for the minority, they also are failing to follow the lead of lower level institutions. The average teacher preparation program is as adequate for teachers in upstate New York in 1940 as it is for teachers of Mexican Americans in the lower Rio Grande Valley of Texas in 1969. This condition prevails in spite of the fact that most Southwestern education faculties are well aware that: (1) the vast majority of their students will teach some Mexican Americans; (2) a large percentage will teach in classes or schools with a majority of Mexican Americans; (3) most future teachers of Mexican descent will teach in schools where their own group predominates; (4) both minority group spokesmen and public school educators advocate special programs for teachers; and (5) the Federal Government promotes and could in numerous ways support such programs. Yet little or nothing is done. My institution serves as a good example. The University of Texas at El Paso graduates about 450 students a year who are granted elementary, secondary, or "all-levels" credentials. Of these about 75 percent will teach in the immediate geographic area--an area composed of over 50 percent Mexican Americans. If our graduate is of Mexican descent, and about 35 percent are, he is almost inevitably assigned to de facto segregated minority schools by local school districts. In spite of this, there is no required course or course sequence within Education to acquaint our students with any aspect of the so-called "Mexican problem." However, as a stop-gap measure, student teachers are exposed to from three to six lectures on the subject--the only time in their entire college Education sequence that such content is introduced. What makes the situation even worse is that the required teacher preparation omits those courses in which content might logically apply to minorities, culture, or values. No sociology, history, or philosophy of education is required. The dean and the faculty know something should be done; we know it could be done; little is. Our situation is bad; however, we have made a token gesture toward teacher understanding. How different are other Southwestern teacher preparation institutions?

Changes in Teacher Preparation.

The "state of the art" of teaching the culturally different Mexican American is at a low ebb. Improvements in the quality of teachers, as well as in all segments of the institution and general society, will hopefully enhance the minority's socioeconomic chances. Improvements in the teacher must be recognized as only an easy place to begin the needed chain of changes. However, the teacher is the one element in this chain over which control can be easily asserted. The present or future teacher can be helped to do a better job with minority children. Before any program to accomplish this is proposed, some further exposition of present teacher weaknesses is necessary. Regardless of the orientation taken by a school, two aggregates of teacher inadequacies are evident. One is the lack of technical skill in the "science of teaching" area; the other is a severe personal limitation in understanding culture, personality, and behavior.

Teacher inadequacies in the skill area should be obvious to any well-informed and careful observer. Administrators are usually quite vocal in describing teacher shortcomings of a more-or-less technical nature. Too many teachers are ill-prepared to effectively use the more modern approaches to teaching English as a second language. While most "direct methods," including the audio-lingual, are simple to use--few know how to use them. The technical equipment connected with these foreign language teaching techniques is rarely utilized to its full potential or even close to it. I have observed the most traditional sort of formal grammer being "taught" with a most sophisticated and expensive electronic language laboratory. Numbers of audio-visual aids likewise are not utilized maximally. This failure to best use such expensive equipment, and therefore waste the taxpayers' money, is legend. Teachers of remedial subjects usually are ill-prepared to measure, diagnose, or "treat" learning problems. The crucial need for well-trained remedial teachers was mentioned by almost every administrator I interviewed. The more modern techniques for the teaching of reading seemed to have missed most teachers--"projective techniques" are rarely employed in many schools. The inability to validly interpret the measurements of achievement and I.Q. of ethnically different children is widespread. However, perhaps the biggest skill failing among teachers of Mexican Americans is their almost universal inability to communicate in Spanish. All factions seem to concur that this skill is essential for teachers of the minority. There is no valid reason, except institutional ineptitude and rigidity, why teachers cannot become relatively proficient in the language spoken by so many of their pupils. I could go on; however, I'm sure that at least in regard to skill deficiency among teachers, many would concur.

The severest weakness of teachers is their failure to understand a number of concepts concerning culture, society, personality, and behavior. Teachers almost universally have little understanding of the effects of the first two on the latter two, or of interrelationships among the four concepts. Specifically, three areas of teacher deficiency are evident; the great majority: (1) fail to recognize the overwhelming influence of culture on personality and behavior; (2) have extremely limited knowledge of, or contact with, Mexican Americans; and (3) do not grasp the role and function of the American school in general society, nor recognize its influence on the ethnically different child. Very briefly, the following common teacher behaviors, and many others, encourage the belief that most fail to fully comprehend the concepts mentioned above or their importance to learning. Teachers regularly are pessimistic concerning the minority's ability to learn, equate race (national origin) and intelligence, prohibit Spanish speaking, act negatively toward ethnic peer groups, misinterpret Mexican American behavior in school, stereotype the group, maintain extreme social distance with minority members, and take absolute ethnical and moral stances. They obviously fail to recognize how all these affect the child growing up in two cultures.

The two preceding paragraphs have touched upon teacher inadequacies. Any program to specially prepare teachers for Mexican Americans must have as its prime objective the overcoming of the inadequacies described. Teachers must acquire both skill and knowledge. As no one can really know what someone else knows, changed teacher behavior must be the principal criterion of success or failure of programs. The existence of concepts and theories in the mind of the teacher can only be demonstrated by action. The appropriateness of this action is <u>the</u> important test. The

teacher well-prepared to teach minority children must be able to constructively synthesize skills and knowledge into appropriate school practices and curriculums.

In order to better prepare teachers of Mexican American children, I suggest that some rather radical surgery be done upon present programs.[2] What is proposed is a clean removal of existing formats of teacher preparation. From the static colleges of education constantly receive from all their publics, one would suppose radical reorganizations were an everyday occurrence. As you know, they are not. Regardless, for teachers of the minority, three major changes are suggested. First, the content taught must be reorganized and presently slighted areas strengthened. Second, vastly increased student involvement with the minority must be arranged. Students must be forced to interact with the real world within the school, with the minority community, and in activities such as P. T. A. that bridge the two. The field experiences should, as much as possible, be coordinated with the content presented in the classroom. Third, small group seminars modeled after "T-group" or "sensitivity sessions," must become an integral part of the program. These seminars are catalysts; without adding any new ingredient, they should hasten the process of interaction between what is presented in class as reality (and the theories to explain it), and what is observed and coped with in the field. These seminars must force a reconciliation, or at least a constructive encounter, between content taught by more formal methods and content "taught" through experience. Content, seminars, and field experience are all essential to the preparation of quality teachers. One of the components without the others strikes me as little improvement over present emphasis on content. It is impossible to propose specific arrangements of these proposed program components. Whether they are utilized in a special track for teachers of Mexican Americans, a special course or two, an institute, or an in-service program depends on innumerable conditions. The three components can be modified to fit specific requirements as to time, money, faculty, and the nature of students. Even a one-day "pre-first-day-of-school" teacher institute could be organized along the recommended lines.

NOTES

1. For additional information on conditions and practices in schools that promote negative social climates see:

   Thomas P. Carter, The Mexican American In School (tenative title). To be published in 1969 by the College Entrance Examination Board, New York.

   C. Wayne Gordon, et. al., Educational Achievement and Aspirations of Mexican American Youth in a Metropolitan Context. Mexican American Study Project Educational Sub-Study, Center for the Evaluation of Instructional Programs, Graduate School of Education, University of California at Los Angeles, March, 1968. (Mimeographed)

   Theodore W. Parsons, Jr., Ethnic Cleavage in a California School. Unpublished Ph.D. dissertation, Stanford University, 1965.

James S. Coleman, et. al, Equality of Educational Opportunity, U. S. Department of Health, Education and Welfare, Office of Education. (Washington: U. S. Government Printing Office, 1966). See also the unofficial analysis of the Coleman document by George W. Mayeske, "Educational Achievement Among Mexican-Americans: A Special Report from the Educational Opportunity Survey." National Center for Educational Statistics, U. S. Office of Education. Technical Note 22, Washington, January 9, 1967.

John A. Michael, "High School Climates and Plans for Entering College." The Public Opinion Quarterly, XXV (Winter, 1961), pp. 585-594.

Alan B. Wilson, "Residential Segregation of Social Classes and the Aspirations of High School Boys," American Sociological Review, XXIV (December, 1959), pp. 836-845.

2. It always concerns me at this point as to whether the proposed changes would not be equally appropriate for teachers of any category of children.

PARTICIPANT RECOMMENDATIONS

The primary objective of this conference, as noted in the preface to this document, was to articulate needed improvements in the qualifications of educational personnel working with Mexican American students, by suggesting recommended changes in present teacher training programs. A forum for the development of recommendations was provided by the inclusion of small group discussion sessions in the conference program. Conference staff personnel were included in each small group to record the recommendations made by the conference participants. Approximately 150 non-repetitive recommendations were identified and categorized at the conclusion of the conference. A synthesis of the recommendations, categorized under seven general headings, was subsequently made and is presented below.

The recommendations are presented in a format of short statements. The original wording of the recommendations is at times changed, although an attempt has been made to retain the original meaning in each instance.

It should be recognized that there was disagreement among participants concerning the suggested priority of recommendations, and no single participant was in agreement with the desirability of implementing all of the recommendations developed during the conference. Nor has an attempt been made to differentiate between recommendations with reference to the complexity and difficulty of implementation. It was decided by the editors of this document, however, that all recommendations should be included in this report. Our rationale in this matter was simple; to attempt to include only selected recommendations would necessitate our making a subjective judgement of importance, and we were unwilling to make more judgements of this matter than absolutely necessary. The recommendations, it should be remembered, were first recorded by a staff member, and a decision was then made concerning their redundancy. To then make a second selection would have resulted in more distortion of what was actually said.

I.

RECOMMENDATIONS RELATED TO CULTURAL SENSITIVITY TRAINING FOR TEACHERS

1. Teacher Education programs should include:
   a. Sensitivity training
   b. Group dynamics
   c. Training to work with para-professionals
2. Specialists and teachers should understand problems of Mexican American culture.
3. We need to convince people (not to mention ourselves) that the Indian culture, the Mexican American culture, and others are just as important as the culture of the middle class white to which many of us subscribe.

4. Teachers should reinforce background of all cultural groups in the public schools.

5. In college, include curriculum to train teachers to teach about minority societies.

6. Students ready to graduate (Anglos) should be put in Spanish-American homes to learn the local language and culture and feelings of people. For this, they should be given credit in ESL courses.

7. Older teachers already in system should be given in-service sensitivity training.

8. Provide early and continuous field experience, with related theoretic analysis, for teachers in community as well as in community schools. Courses in Teacher Education should be formulated to focus upon contemporary issues and problems. Courses should be interspersed with a confrontation with social reality.

9. Because teacher training institutions are providing sub-standard training for prospective teachers it is necessary for public school systems, in many cases, to re-train the people graduating by means of intensive in-service training programs.

10. In-depth teacher preparation, especially of teachers desiring to teach the Mexican-American or disadvantaged:

    a. Include cultural implications as they relate to the Mexican American.

    b. Include the learning style Mexican Americans bring to school and work from this point.

11. Culture and Cultural Sensitivity:

    a. The importance of self-image to students must be stressed.

    b. Community involvement must be included as part of teacher training.

12. We must make a greater effort to train prospective teachers to become more aware of the image they present.

13. Teachers must be taken out of traditional education environment at times and provided with enriching experiences during class-room hours.

14. Cadet teachers should be taught more sensitivity to individual styles of learning.

15. Love and respect of the child must be a basic ingredient in working with minority group children.

16. We must make a greater effort not to isolate the language arts problem, but integrate the language arts with all aspects of the curriculum.

17. Better skills are needed, more accurate and specific, but perhaps attitudinal changes or the affective domain needs the greatest emphasis.

18. Internship programs should be instituted where student teachers work with active change agents.

19. A bridge must be built between theory in higher education and practice in the public schools.

20. More emphasis must be given to the influence of culture on personality and behavior.

21. Teacher training institutions should include in their curriculum more training for public school personnel who hire teachers, with an emphasis on teacher characteristics necessary to teach minority group children.

22. There should be a re-thinking of the role of school with reference to the inclusion in educational process of the family's thinking, the role of the para-professional, and the role of community agencies other than the school.

23. A more individualized approach in the instructional programs at the undergraduate level for prospective teachers. An attempt to ascertain the qualification and commitment to working with the Mexican American student.

24. Team teaching with Spanish-speaking para-professionals to better provide for the children's needs.

25. Invite members of local Boards of Education to take part in sensitivity training sessions.

26. Home visits by teachers on a periodic basis should be emphasized and required.

27. Problems need to be defined in terms of the particular population in question.

II

RECOMMENDATIONS RELATED TO BILINGUAL EDUCATION TRAINING FOR TEACHERS

1. All teachers of Mexican American students should learn the methodology of teaching English as a second language.

2. Summer courses in Spanish for elementary teachers should be paid by the state. Teachers would get credit toward their certificate renewal.

3. It might be well to have bilingual teacher aides to eliminate some of the communication gap between the student and teacher.

III

RECOMMENDATIONS CONCERNING LEGISLATION AND CERTIFICATION REQUIREMENTS

1. Abolish high out-of-state tuition that restricts cultural exchange.

2. Need enabling legislation for certification to be provided to train Mexican American students to teach others.

3. Need for certification of bilingual teachers, with a major in bilingual education.

4. Federal and state laws enabling teachers to speak the Spanish language in the classroom must be stressed.

5. Upgrade the certification requirements for teaching ESL.

IV

RECOMMENDATIONS RELATED TO BILINGUAL EDUCATION AND ESL TRAINING FOR STUDENTS

1. Course about <u>general</u> <u>linguistics</u> dialect for new teachers.

   Not all children can speak "classroom" language. Accept the child as he speaks in his dialect. Important in the teaching of both English and Spanish.

2. For Spanish-speaking students in elementary school there is need of more programs in oral interpretation communication.

3. Child beginning on ESL should continue as long as they need it.

4. More classes in language theory and psycho-linguistics is needed for all teachers of English.

5. There is a greater need to teach the language and not simply information about the language.

6. The curriculum must be made more relevant for the Spanish-speaking child.

7. Addition of courses and programs in language and culture are needed at the secondary level.

8. All the secondary level instruction should be in English <u>and</u> Spanish.

9. Beginning Spanish-American students in school should have bilingual instruction in all classes at all grade levels.

10. Beginning instruction in reading and writing should be in the child's own dialect.

V

RECOMMENDATIONS CONCERNING EVALUATIVE TECHNIQUES AS RELATED TO MEXICAN AMERICAN STUDENTS

1. Develop more adequate scales for evaluating teachers.

2. Test teachers with questions about Mexican Americans, Negro and other minority groups.

3. Problems of inadequate measurements (I.Q., etc.) for Mexican Americans result, at times, in their being assigned to remedial programs when such an assignment is not justified. This practice must be eliminated.

4. Better tools and techniques should be developed to measure proficiency in both English and Spanish.

5. USOE must recommend, even finance and develop, more materials in order to get the programs started at the individual school level.

6. Develop better ways and means of finding the language level in the individual pupil both in Spanish and English.

VI

RECOMMENDATIONS RELATED TO VOCATIONAL EDUCATION PROGRAMS

1. Some of the most strongly worded recommendations urged the restructuring and expansion of vocational education programs.

2. Testing instruments should be as culture fair as possible. In interpreting the test scores of students from minority cultures, great care must be exercised so that no student is shunted off into educational programs for which they are not really suited.

3. Vocational education for Mexican American students must take into account present day technology and provide training for survival in our highly competitive society.

VII

RECOMMENDATIONS RELATED TO UNIVERSITY, PUBLIC SCHOOL AND COMMUNITY RESPONSIBILITY WITH REFERENCE TO MEXICAN AMERICAN STUDENTS

1. Because of the seriousness of the problem, it is necessary that public school systems provide their entire staffs with intensive year-long cross-cultural sensitivity training. It was emphasized that communication be systematically enlarged between the school and the total community and that administrators

set a receptive climate for their districts. Colleges and universities are strongly urged to join forces with the school systems in their own geographic area. Participation of members of Boards of Education was also recommended.

2. There was voiced an urgent plea that those concerned with curricular and organizational structure immediately become active users of the resources of ERIC Centers, Regional Educational Development Laboratories and other appropriate agencies. Much valuable research data is already available. Its habitual use should enable school districts to revise and upgrade their instructional programs at considerable savings in human energy, time and taxpayers' resources.

3. In areas where bilingual teachers are not yet in plentiful supply, the presence of a native bilingual classroom aide was advocated as both a language and cultural resource.

4. To better meet the requirements of the Mexican American student population, implementing was urged of the following approaches: team teaching, differentiated staff roles, ungraded schools, individually programmed instruction, and cross-culturally oriented curricula.

5. There must be a vigorous recruitment of future teachers and paraprofessionals from among native Spanish speakers and other groups as well.

6. Additional fellowships were recommended for the further training of Mexican Americans already within the school structure to enable them to qualify for advancement within the profession.

7. A more individualized approach in instructional programs was recommended for students from pre-school through undergraduate level. Diagnostic and instructional programs are recommended for children beginning at the age of three.

SUMMARY STATEMENTS

Mr. Henry Pascual:

Much time was devoted by the participants of this conference to the discussion of basic issues in the educational training of Mexican American children. Among the factors that continuously emerged were:

1. Bilingual education.

2. Cultural sensitivity.

3. Special methods for the teaching of the English language.

It is my feeling that in the minds of the participants, bilingual education had various meanings. There were proposals for educating children in two languages at the early stages, that is, kindergarten through third grade. The focus for these participants appear to be the use of the vernacular to assure children satisfactory progress in the process of education. Other participants interpreted bilingual education as meaning the ability of the teacher to communicate basic ideas to children in Spanish but instruction was to be in the English language. Others were of the conviction that bilingual education was a means of assuring Mexican Americans instruction in two languages throughout their educational careers, to provide them with all the skills in two languages and two cultures.

There was also much feeling among the participants that bilingual instruction was beneficial for all children.

Another important item of discussion was the teaching of the English language to students at all levels. In this connection, it was felt that present materials and practices in this field are woefully inadequate. The recommendations listed in this report bear witness to the fact that there was much concensus regarding this point. Special methods, special preparation of teachers, special materials were demanded by participants as a means of change and to improve the teaching of the language skills to all Spanish-speaking children. It was also indicated that research findings and special materials are not reaching the classrooms.

It is imperative that if any changes are going to occur in the teaching of English to Mexican American children, that materials now available, methods now available, and teacher training techniques now available, should be disseminated and implemented in the classrooms and in the colleges. Programs such as HILT and Peace Corps were suggested as models for this.

Cultural sensitivity, cultural awareness and cultural understanding was a third major topic presented by participants at this conference. It was felt that student alienation is caused to a large extent by the inability of teachers, administrators and counselors to understand the backgrounds and the feelings of Mexican American students. Some of these misunderstandings, it was felt, have led counselors, teachers and other personnel into the erroneous belief that the Mexican American does not have the innate capacity to succeed with the "standard curriculum."

Therefore, conditions are created by which the Mexican American is forced to drop out of school or is channeled into ineffectual vocational programs.

It must be recognized that these two points are interrelated and are caused not only by cultural misunderstanding but also by the language and social barriers that exist for Mexican Americans.

Mr. Ed Van Meter:

I am particularly interested, and somewhat concerned, about three separate topics related to this conference. These topics are: (1) coordination, (2) confrontation, and (3) evaluation.

It is my opinion that adequate coordination between this and the other two subsequently planned conferences is essential if an optimum result is to be expected from each of the conferences. Each conference should, in effect, be in part built upon the material developed in the previous conferences. Given the desirability of this progression from one conference to the next, I would suggest that it is important to distinguish between the coordination of each individual conference and the coordination of the expected relationship between the three conferences. Such total coordination, to the best of my knowledge, is not adequately structured at the present time. No provision has been made, again to the best of my knowledge, for a meeting between each of the Conference Directors, and related individuals, after each conference to plan the next conference in a manner that would adequately utilize previous conference materials. The manner in which these materials are utilized has been left to the discretion of each Conference Director. A planning session similar to the one I propose would provide each Conference Director with suggestions which reflect the opinions of persons who have already gained valuable experience relevant to the conference topic.

It is my opinion that a confrontation did take place during the conference held here at New Mexico State University. This confrontation was limited, however, to college and public school personnel and selected community members. The militant element of the Mexican American community in this region was not invited and did not attend the conference. It was the consensus of opinion of the individuals responsible for conducting this conference that we were not adequately prepared to cope with such a confrontation, although it was fully recognized that a militant opinion does exist and should be heard. I would suggest that consideration should be given to planning the remaining conferences in a manner that will permit a peaceful confrontation which will include all members of the Mexican American community.

It was also suggested on numerous occasions by the conference participants that it would be advisable and appropriate to hear more Mexican Americans address themselves to how they believed teachers working with Mexican American children should be trained. Mention might be made that this suggestion came from a group comprised of approximately 50% Mexican American surnamed individuals, although most of these individuals were educators. It is my understanding that the remaining conferences will attempt to meet this suggestion. An attempt will be made to have the Mexican American community in the conference area select those persons they want to attend

un interés constante en todo lo concerniente a programas de instrucción veremos cambios nunca vistos.

No hay labor más difícil, ni más loable que criar una familia. No hay corona más bella para nuestras sienes que llegar a ver a nuestros hijos felices y dignos de imitarse en todos sus esfuerzos. Inclinémoslos al amor, a la sabiduria y a lo bueno que perdura aún cuando pequeños para que puedan abrirse campo y lleguen a aprender a resolver los problemas duros de la vida de una manera hábil y constructiva.

Los cursos de estudio cambiarán cuando despertemos y aprovechemos el voto. Las escuelas se transformarán cuando nosotros votemos continuamente en nuestros respectivos sitios. Hay muchas personas que están dispuestas a enlistarse a nuestras filas al dedicarnos formalmente al mejoramiento de las escuelas. Aprendamos los unos de los otros. Mucho se puede hacer por amor a nuestros hijos y a nuestro país.

the conference, rather than having conference organizers make the selection.

A final topic which deserves some attention is the evaluation of this and the subsequent conferences. I would like to suggest that it would be relevant and informative to conduct some form of follow-up approximately six months after each conference to determine if any changes are being made at the university and public school level to reflect changes suggested during each conference. To the best of my knowledge, such an evaluation is not presently being planned.

Alma María Acevedo Barba

Espero que usted se aliente conmigo en el significado de esta conferencia, la primera en una serie de tres dedicadas a la resolución de problemas que confrontan a nuestra juventud en las aulas.

Le invito a que comparta conmigo algunos pensamientos evocados por esta conferencia. Es menester que nos una un espíritu dedicado al mejoramiento de la enseñanza escolar por doquier en la nacion.

Sin titubear a la orilla del abismo que es el faccionalismo, podemos extender nuestra vista con ojos esclarecidos al papel que desarrollan las escuelas en los porvenires de nuestros hijos. El estado complejo de nuestros tiempos exige una educación que incluya como uno de sus fines el poder ganarse la vida de una manera decorosa y con oportunidad para el adelanto.

Por nuestros hijos hacemos lo que no llegamos hacer por nosotros mismos. Por nuestros hijos damos voz a los más profundos anhelos del corazón con relación a su futuro. Un sistema escolar que refleja las necesidades del pueblo, sirve en gran manera para que nuestros sueños se logren.

En pro de nuestros hijos nos formaremos nuevos hábitos para resolver problemas escolares. Aunque estemos cansados físicamente, nuestro ahinco nos hará asistir a las actividades de nuestros hijos. Juntamente con las escuelas podemos elevar nuestras metas en areas escolares. Para ello, es necesario revestirnos de tenacidad porque el camino es arduo. Así como llegar a tener una vision mucho más amplia acerca del proceso continuo que requiere la educación para llegar a ser eficaz.

Alentemos al desvalido con palabras certeras que alumbren el camino a una vida mejor para sus hijos. Abstengámonos de sembrar el odio pues cierta será la cosecha horrenda que recibirán muchos inocentes.

Tornemos nuestros hogares, por humildes que sean, en centros de estudio. Demos de nuestro tiempo y bienes para ofrecer becas en grandes números.

El voto es un instrumento poderoso que yace a nuestro alcance. Con él podemos manifestar nuestro ardiente intento de ver que las escuelas marchen más de acuerdo con el compás de esta época y las necesidades urgentes de nuestra juventud. Por medio de nuestro voto dedicado a la niñez, y manteniendo

PROGRAM

Thursday Morning, February 13

Registration, informal group meetings, coffee, orientation to the New Mexico State University campus.

Thursday Afternoon, February 13

1:30 Welcome ..... Dr. Jack Saunders
Dean, College of Education
New Mexico State University

Welcome ..... Conference Moderator
Mr. Henry W. Pascual, Specialist
Modern Foreign Language and Director
Bilingual Education, New Mexico
State Department of Education

Conference Goals ..... Mrs. Yolanda Leo
Mexican-American Affairs Unit, USOE

Keynote Address ..... Father Henry J. Casso
Vicar of Urban Affairs, St. John's Seminary
San Antonio, Texas

2:15 Position Paper 1 ..... Dr. Manuel Ramirez, III
Rice University
Houston, Texas

"Potential Contributions by the Behaviorial Sciences to Effective Preparation Programs for Teachers of Mexican-American Children"

2:45 Reactions from panel composed of conference participants.

3:25 Coffee

3:55 Small group discussions, approximately ten groups of ten participants each.

4:25 Preparation of rough copy of recommendations suggested in small group discussions.

4:35 Reconvene to read recommendations, open discussion.

5:00 Adjourn

7:30 Presentation ..... Southwest Educational Development Laboratory, Austin, Texas

9:30 Adjourn

Friday, February 14

8:45	Review of schedule for the day.
9:00	Position Paper 2 ..... Dr. Thomas P. Carter University of Texas at El Paso El Paso, Texas "Preparing Teachers for Mexican-American Children"
9:30	Reactions from panel composed of conference participants.
10:10	Coffee
10:40	Small Group Discussions
11:10	Preparation of rough copy of recommendations suggested in small group discussions.
11:20	Reconvene to read recommendations; open discussion.
12:00	Lunch
1:00	Introduction to ERIC utilization ..... Dr. Everett Edington Director, ERIC:CRESS
1:30	Position Paper 3 ..... Mr. Phil Ortego New Mexico State University "Problems and Strategies in Teaching the Language Arts to Spanish-speaking Mexican-American Children."
2:00	Reactions from panel composed of conference participants.
2:40	Small Group Discussions
3:10	Preparation of rough copy of recommendations suggested in small group discussions.
3:20	Reconvene to read recommendations.
3:40	Coffee
4:10	Film presentation - "Teaching Spanish to the Spanish Speaking Child."
4:30	Presentation ..... Southwestern Cooperative Educational Laboratory Albuquerque, New Mexico
5:00	Adjourn

7:30 Banquet ..... Mission Inn Motel
Las Cruces, New Mexico

Presiding ..... Dr. Jack Saunders, Dean
College of Education
New Mexico State University

Speaker ..... Dr. Dean Corrigan
Educational Specialist
Bureau of Educational Personnel Development, U. S. Office of Education, Washington, D. C.

Saturday, February 15

8:45 Review of schedule for the day.

9:00 Participant Discussions on the following topics: (Each participant will attend the session of his choice.)

1. "Preparation of Principals to Serve in Areas Having A High Concentration of Mexican-American Pupils."

Discussion Moderator ..... Dr. Patrick Lynch

2. "Teacher Interns for Mexican American Pupils: Program and Curriculum"

Discussion Moderator ..... Dr. Jack Saunders

3. "Mexican American Student Alienation"

Discussion Moderator ..... Dr. Ignacio Cordova

4. "Teacher Certification and Teacher Preparation"

Discussion Moderator ..... Mr. Terry Horton

9:45 Preparation of rough copy of recommendations suggested in group discussions.

10:00 Coffee

10:30 Conference Evaluation and Open Discussion.

11:30 Summary of Conference and closing statement.....
..... Dr. Darrell S. Willey
Conference Chairman

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